THE EFFECT OF RIDDLE GAME ON STUDENTS' VOCABULARY MASTERY

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ABSTRACT

This research was aimed to find the effect of riddle game on students' vocabulary mastery. This research was conducted by using experimental research design with two groups namely experimental and control. The population was all the students of grade VIII of SMP Al Washliyah 08 Medan in academic year 2019-2020 which consisted of two classes namely VIII2 and VIII4. The total number of the population was 60 students. Cluster random sampling was applied to decide the sample group. The experimental group was taught by applying Riddle Game whereas the control group was taught without specific strategy. The instrument for collecting the data was multiple choices test consisted of 20 items. After the data has been collected, the data then were analyzed by using t-test formula. Data analysis resulted that $t_{observed}$ value was higher than t_{table} value (3.05 > 2.00172) at level of significance 0.05 with degree of freedom (df) = 58. It meant Ha was accepted and Ho was rejected. Thus, the riddle game strategy significantly affected students' vocabulary mastery.

Keywords: game, riddle game, vocabulary

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh riddle game terhadap penguasaan kosa kata siswa. Penelitian ini dilakukan dengan menggunakan desain penelitian eksperimental dengan dua kelompok yaitu eksperimental dan kontrol. Populasi merupakan seluruh siswa kelas VIII di SMP Al Washliyah 08 Medan tahun ajaran 2019-2020 yang terdiri dari dua kelas yaitu kelas VIII2 dan VIII4. Total jumlah populasi adalah 60 siswa. Cluster random sampling diterapkan untuk menentukan sampel kelompok. Kelompok eksperimen diajar dengan riddle game sedangkan kelompok kontrol diajar tanpa strategi khusus. Instrumen pengumpulan data berupa tes pilihan berganda yang terdiri dari 20 butir soal. Setelah data terkumpul. data dianalisis dengan menggunakan rumus t-test. Analisis data menunjukkan bahwa nilai $t_{observed}$ lebih tinggi dari nilai t_{tabel} (3.05 > 2.00172) pada tingkat signifikansi 0.05 dengan degree of freedom (df) = 58. Kesimpulannya, hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Dengan demikian, strategi riddle game secara signifikan mempengaruhi penguasaan kosa kata siswa.

Kata kunci: game, riddle game, kosa kata

INTRODUCTION

English is the language in the world which plays an important role in many various field. Many people try and strive to master this language, so that they can easily get the information and communicate each other. In Indonesia, English is a foreign language but English has been used in the various aspect of life, such as economy, technology, politics, social, education and other. Therefore, English becomes the important subject to be taught in Indonesia from elementary school up to university level.

Learning English language cannot be separated from the vocabularies of the English words. Vocabulary is one of the English language components besides grammar and pronunciation. Vocabulary is a

number of words that have meaning which can be used to communicate one another either spoken or written. Wilkins (as cited in Thornbury, 2002: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. In addition, John (2000) that vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. The Ministry of Education and Culture in Indonesia has designed the Curriculum of 2013 as the newest curriculum in Indonesia. It is stated in law number 20 year 2013. Government Regulation number 19 year 2005 also mentioned that a curriculum is a set of plans and rules about the aim, content, and course materials and also the way that is used as orientation of teaching and learning implementation in order to reach the goal of national education. The Curriculum of 2013 also states that the students of junior high school must be able to develop their communicative competence in written as well as in spoken. The students are expected to be able to communicate both in spoken and written form to solve problems in their daily live. In addition, Depdiknas (2006) argues that the existence of vocabulary has been considered since vocabulary earned the highest score in the national examination. This statement shows that it is important for the students to master sufficient amount of vocabulary. By having or knowing a large number of vocabularies, it will be easier to communicate and it can develop their language skills.

Vocabulary mastery is one of the components to master English as a foreign language. It means that the students have the ability in understanding and using the words and meaning. The students need not only to learn a lot of words, but also to remember them. Vocabulary mastery also plays an important part in English skills: listening, speaking, reading, and writing skill. The

more vocabulary the students master, the better they perform their language.

In fact, many students or learners find problem in mastering English. Perhaps, because English is not our national language; therefore, it is not easy to learn it. One of the basic problems faced is lack of vocabularies. Based on the researcher's experience during Field Experience Practice *(Praktek Pengalaman Lapangan: PPL)* the students did not have enough competence to use English either passively or actively because they were lack of vocabulary. It was also proven by an interview conducted with the English teacher of the school. The teacher said that there were 60% students who got low score (below 75). There were two main problems in teaching and learning vocabulary. First, the teacher paid less attention to the teaching vocabulary. For example, the teacher taught based on the text from the book. It made the students easily bored and lazy to learn. Second, the teacher seldom gave new vocabulary items, so the students had limited vocabulary. Although the students seemed having some ideas in their mind, but they could not express their ideas because they lack of vocabulary.

Teaching English to junior high school students needs an appropriate strategy in order that the students do not feel bored and they become active in the classroom. One of great strategies of teaching vocabulary that may arouse students' motivation and increase their vocabulary is the use of games. According to Moursund (2006: 21) for many students, games are intrinsically motivating. Game is an activity which entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

Riddle is included as a part of vocabulary games because riddle has criteria of game. It has sense of excitement about words. Riddle games need more ingenuity in playing words formed and riddle can motivate someone becomes more interest to play. It has rules to play too. So riddle is part of games.

According to Davis (2010), riddle game can help the students in learning vocabulary, especially in recognizing

meaning and spelling of the word. By using this game, the students may remember the meaning of words and the students know how to spell the words. According to Brassel (2008) a riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved. As a kind of game, the advantages of using riddle in teaching vocabulary are: (1) students are more interested in learning the material because when they are interested in learning the material, they will pay attention to the lesson; (2) students also feel more challenge because to solve the riddle need a critical thinking; and (3) students get many vocabularies and also the meaning of vocabularies because the teacher provides vocabularies in the riddle and the students have to know the meaning first to answer the question. In short, using riddle game could make students interest and easy to remember vocabulary based on material given.

Considering the problems faced by the students in dealing with English vocabularies and the thought that riddle game concept can be a good strategy in teaching vocabularies, thus the researcher is interested to conduct a research entitled: The Effect of Riddle Game on Students' Vocabulary Mastery.

RESEARCH METHOD

This research was conducted at SMP Alwashliyah 08 on Jln. Sisingamangaraja 5.5 Km Medan. The application of teaching vocabulary by using riddle game was conducted in three meetings in August 2019. The research design of this research was experimental design because the research was intended to know whether or not the use of riddle has significant effect on the eighth grade students' vocabulary mastery at SMP Alwashliyah 08. This research involved two groups. The first group was treated as the experimental group and the second group was the control group. In this research, the experimental group received the treatment of teaching vocabulary by using riddle, while the control class did not receive any treatment which meant the teacher in this class taught vocabulary without using specific strategy

Population is people or other things discussed in the research (Arikunto, 2010: 108). Furthermore, she states that population is the total number of the subjects of an investigation. According to Hannagan (as cited in Selinger, 2005), population is a group of people (or items) about which information collected. In another words, population is a number of groups interest to the researcher, a number of group, which she or he is like to find out results of the study be reported. While sample according to Best and Khan (2002: 14) is a proportion of population selected for observation and analysis.

Population in this research was the students of SMP Alwashliyah 08 Medan grade VIII in academic year 2019-2020. The total number of the population was 60 students. Two parallel classes which consisted of 30 students for each were taken as the experimental group and control group. Since the population was less than 100 students, thus the researcher took all the 60 students as the sample. This is known as total sampling. Cluster random sampling technique was applied to select the class as the sample whether it was experimental or control group. The sampling technique was done by using certain procedures as follows:
1. first, the names of both classes were written in pieces of paper;
2. second, put the papers into a cup;
3. third, the cup was shaken;
4. fourth, the name of class which was taken out for the first time was the experimental group and the name of class which was taken out for second time was the control group.

The instrument for collecting data in this research was multiple choices test which consisted of 20 items. The students were asked to choose one of the four options from multiple choice questions. The test was given two times; they were pre-test and post-test. Pre-test was given before teaching and learning process (treatment) and post-test was given after teaching and learning process (treatment). Noted that the experimental group was taught by using riddle game during the teaching and learning process while the control group received none specific strategy or technique. Then the

students' answer sheets were collected and given the score. Each question has 5 score for the correct answer and 0 for incorrect answer. So the total score was 100.

RESEARCH FINDING AND DISCUSSION

Based on the data obtained, it was conducted the calculation of deviation and mean score for both experimental group and control group. The result of calculation was applied to calculate the t-test to prove the hypothesis. It was proven by calculation result that t-observed value was 3.05 while t-table value was 2.00172.

After completing the t-test calculation, then the next step was to compare between $t_{observed}$ value and t_{table} value. This value comparison was intended to test the hypotheses. If the value of $t_{observed}$ is higher than the value of t_{table}, thus, alternative hypothesis (Ha) is accepted, but if the value of $t_{observed}$ is lower than the value of t_{table}, thus, null hypothesis (Ho) is accepted.

Validity and reliability were conducted before the test was given to experimental group and control group as instrument for collecting data in this research. The validity applied the formula of Pearson Product Moment with inter rater reliability while the reliability was calculated using KR-21 formula.

Based on the calculation, it was obtained that $r_{observed}$ was higher than r_{table} (0.606 > 0.3610). This proved that the test given to the students was valid as research instrument. The reliability value was obtained in amount of 2.96 and it was categorized as very high reliability (0.80 ≤ r ≤ 1.00) according to Aruan (2007: 34).

As stated before, the objective of this research was to find out the effect of riddle game on students' vocabulary mastery. The result of the t-test showed that the $t_{observed}$value (3.05) was higher than t_{table} value (2.00172). In other word, riddle game significantly affected on students' vocabulary mastery.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis, it was found that the riddle game significantly affected the students' vocabulary mastery. There was a significant difference of mean score obtained from experimental group (17.8) and control group (12.3). The result of the t-test showed that the value of $t_{observed}$ was higher than t_{table} (3.05 > 2.00172) with degree of freedom (df) =58 at level of significance 0.05. It was concluded that Ho was rejected and Ha was accepted.

Based on the finding of the research, the researcher would like to offer some suggestions to be considered. First, it is suggested to English teachers to apply riddle game to increase students' vocabulary mastery. Second, it is suggested to English teachers to apply appropriate strategy and technique in teaching language skills and elements. Finally, it is suggested to other researchers to do further research about riddle.

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